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This document highlights the proceedings of a 1967 Southern school board seminar which was designed to provide skill training and information about federal resources for newly elected Negro board members. Topics of speeches and discussions are presented (including 21 topics submitted by board members for workshop discussions) as well as a list of printed materials used during the seminar and evaluative comments by participants. SP 002 570 is a related document. (LP)

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REPORT

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1967 SCHOOL BOARD SEMINAR

For Newly Elected Members of

Southern School Boards

by Ronnie M. Moore

Scholarship, Education, & Defense Fund
for Racial Equality

164 Madison Avenue
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SPECIAL-PURPOSE REPORT

This special report on the 1967 School Board Seminar was prepared, a year after the event, for those who attended, for interested community trainers in the field of political leadership development, and for planners of future conferences concerned with improving the quality of public education for minority group children.

This report offers not a complete review, but rather highlights of the four-day seminar, and was assembled to answer five specific purposes:

1) a permanent record of a historic event;

2) introduction of a group of black school-board members in words and photographs, with brief descriptions of how these public officials think and feel about their responsibilities and the challenges confronting them in public education;

3) an indication of available consultants, resources and materials;

4) presentation of a curriculum for a school-board seminar, to serve as a guide for future workshops, conferences, institutes;

5) summary of the way school-board member participants felt about this experience, its significance and implications for future efforts to provide skill-training to newly elected or appointed members of school boards.

Report of

1967 SCHOOL BOARD SEMINAR

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I. FOREWORD

Southern Negroes began in late 1965 to vote in numbers. In 1966, some 59 men and women won posts as school board members in 12 Southern and border states – an unprecedented victory at the polls for Southern Negroes, and a trend which could spur real improvements in schools serving predominantly black pupils.

Many among this first wave of victors requested help: information and techniques enabling them to take on their new responsibilities knowledgeably and masterfully. Several turned to one group well known and trusted to put on practical training workshops attuned to their needs: the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE). (Southern community activists are familiar with SEDFRE through the hundreds of specialized training workshops the organization has put on in Louisiana, South Carolina, Alabama and other states.)

SEDFRE's response to these requests was a four-day seminar, sponsored by SEDFRE and made possible at no cost to trainees through the keen interest and the generous support of the U. S. Department of Health, Education and Welfare and several private foundations. A vote of deep appreciation is due to the many experienced school board members, educators, government officials and other experts who gave so much of themselves so freely to make this a groundbreaking enterprise.

II. PARTICIPANTS*

Throughout the seminar, the line between student, consultant and staff was thin. Trainees doubled as resource persons; consultants and staff members found themselves deeply involved in gaining as well as imparting knowledge. A total of 31 participants and six SEDFRE staff members were involved.

Scores of applicants were interviewed: both successful and unsuccessful candidates for school board membership throughout the South were eligible for selection. Of the 21 Southern school board members or candidates who finally attended the four-day workshop, all but six were currently serving on school boards.

Trainees came from Washington, D. C. and eight states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Virginia and Texas. Some trainees had not gone beyond grammar school, others were college graduates. Their occupations ranged from farmer to minister and high-school principal. Men outnumbered women three to one.

Although most of the trainees counted their experience on school boards in months, the group did include some five Southern school board officials with anywhere from 2 to $8\frac{1}{2}$ years of experience. Interestingly, each of these more experienced participants came from sizeable cities in border states: Washington, D. C.; Little Rock and Pine Bluff, Ark.; Houston and Beaumont, Texas; Fredericksburg, Va. Three of the more experienced trainees had agreed to serve as resource persons, and made panel presentations, served as discussion leaders, moderators or members of resource panels.

*See Appendix A: Roster of Participants (trainees, consultants and SEDFRE staff).

Experienced school-board members are the best "teachers" – here the new and the old work shoulder to shoulder.

III. HIGHLIGHTS OF PROCEEDINGS*

THURSDAY MORNING
August 17, 1967

After registration, trainees, consultants and staff assembled for an hour of general information and introduction. Ronnie M. Moore, Director of Leadership Development for the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE), opened proceedings by stating the purpose of the seminar, and introduced Marvin Rich, Executive Director, who spelled out SEDFRE's broader program objective: training black citizens to participate fully and effectively in the political process. The deep interest and full cooperation of the Federal government in this undertaking was conveyed to the group by a top education official, Dr. Edward W. Brice, Confidential Assistant to the Assistant Secretary of Education of the U.S. Department of Health, Education and Welfare (HEW).

Goals

The practical goal of the intensive four-day seminar was to provide information and skill training to this group of newly elected school board members in order to speed their passage into the mainstream of leadership as citizen-educators. A packed agenda, based on field visits surveying 70 prospective trainees' express needs, covered relationships between board members and staff, between board members and the community; educational programs and policies; sources of information; and sources of financial support for programs particularly relevant to Negro students.

The longer-range aims of the Seminar were 1) to improve the schooling available in black communities by making black school-board members more aware of federal resources and developments of special importance to them; 2) to encourage other black school-board candidates to mount effective campaigns for office; and 3) to highlight for faculty consultants (government officials, experienced educators and school board officials from the North, etc.) the great value of sharing their experience, knowledge of resources, etc. with the able but inexperienced men and women just beginning to serve on Southern school boards.

THURSDAY
AFTERNOON
Aug. 17

The stage was set for constructive discussion by the initial Seminar presentation on the history and development of school boards. This presentation was prepared and delivered by Dr. Aaron Brown, professor of education at Long Island University and a member of New York City's Board of Education. Copies of this address plus a bibliography prepared by Dr. Brown were given to each participant for reference on the job.

Historical Background

Dr. Brown's paper summarizes key events in the development of school boards. The school board emerged as a peculiarly American invention and the foundation stone upon which public-school education rests. School board members are selected either by election or by appointment, the latter primarily in large cities. Historical trends show the number of school boards in the nation diminishing steadily (primarily because of consolidation) and a steady decrease in the size of school board membership (the majority numbering between 5 and 9). There are five sources of control over school boards: the state constitution; legislative enactments; the rules and regulations of the state board of education; decisions of the courts; and societal demands.

* See Appendix B: Agenda.

Dr. Brown reviewed the major current problems and issues confronting school board members, setting the groundwork for later discussions. SEDFRE Staff Associate Shirley Lacy served as discussion leader during the question-and-answer period following Dr. Brown's address.

Southern Problems

"Problems Facing Southern School Boards" was the general problem explored during the latter part of the afternoon, at first in two small-group discussions. Half the participants met in a group led by W. W. Harleaux, a trainee from Plaquemine, Louisiana, who is elementary-school principal in his town. The remainder met in a group led by SEDFRE staffer James T. McCain, who had been dean of men at Morris Brown College in South Carolina. In addition, each group had an experienced school-board member from a large Southern city as resource person. Members of each group reported highlights of their sessions in a plenary session.

Following is a list of topics and statements of particular interest raised by participants for discussion in these work-groups:

1. Concerned about Dyslexia (technical term for reading handicap). There are only a few people today who have found out certain causes of this handicap. According to reports, about four out of every ten children suffer from Dyslexia. This points up that we must concern ourselves (school board members) with every aspect of learning.

2. School board members must know about education, i.e., curriculum, visual aid methods, etc., before they act on set policies of education.

*3. Economic problem. Good school systems are now expensive. Teachers want decent salaries. We have to learn about tax rates, bond issues, etc. We have to know how to get money to build better schools.

4. News media. How news is made. How to use news media. School board members should learn about public relations.

5. Human relations - Get society to see that Negroes should be in policy-making positions. We can get whites to vote with us if we have good human relations. Although whites supported Mrs. White in election, she is subjected to much harassment on the Board.

6. The Board (power structure type) refuses federal money for school lunches, but same people will accept federal funds for dredging water-ways, etc.

7. White liberals generally receive backing from the Negro community.

8. Is there any way that school board members can be placed on a mailing list so they can receive the outcome of all new school legislation directly?

9. What to do about the problem of integration. Houston has suffered from delaying tactics, putting off decisions, getting Justice Dept. to move. What can be done to integrate faculty? Transportation is a problem.

10. Problem of unqualified teachers.

11. Freedom of choice.

12. How do you get minority participation on school board and how do you use parliamentary procedure to your advantage? Open board meetings are more profitable than closed ones.

13. Fair distribution of funds for instruction.

14. How do you use yourself as black people in relation to the black community to increase the power of the black community? What is the basic premise of black people on school boards? We cannot expect white racists to vote on behalf of black children. We need a new approach.

15. How to deal with the school superintendent? Incident cited: A school board superintendent who makes available three sets of budget books; one for Negroes making inquiry, one for whites, one for H. E. W.

16. The legal right of school board members to ask the state for copies of records submitted by the local school board. This can be done in most states.

*17. One area of confusion with newly elected school board members, as well as long-time members is their natural difficulty of understanding what is termed a Straight Line Budget. This happens to be difficult for most to understand and should be studied by all board members. Also, members should be aware that they should ask as many questions regarding the budget as they feel necessary to understand.

18. How to determine and meet the needs of the community? Suggestions.
1. Visit the schools. 2. Meet with the teachers, Negro and white.
3. Speak to guidance counselors. 4. Talk with the businessmen.
5. Talk to parents and students.

19. What can be done when Negro school principals deny the fact that their schools are receiving inadequate attention and supplies; and the community knows this not to be true?

20. State laws regulating school boards.

21. Three key questions:
1) Are there any provisions whereby a school district can receive federal assistance in the form of grants or loans for the construction of schools in a poor district?

2) Do we want quality education or integration? What is the issue; racial integration or quality education?

3) How do we accomplish integration of administration?

* Money is a primary need in education. School board members want and need to learn about the sources of the finances used for education in their communities. They must be able to check the breakdowns (state, federal and local) and compare costs of education per pupil. They should be able to assess their system's ability to pay in relation to costs and comparisons of salaries with other communities. School board members should see that they get an exact accounting of the monies spent and the breakdown.

THURSDAY EVENING Aug. 17

The topic of this Presentation-and-Question Session was "The Responsibilities, Duties and Functions of Negro School Board Officials Today." Dr. Edward W. Brice introduced Derrick Bell, who spelled out the details of new legislative and administrative gains for Negroes, particularly under Titles IV and VI of the Civil Rights Act of 1964, and under the recent school desegregation guidelines. Every effort was made to impress participants that the complex machinery of government enforcement is being tooled up to serve them better through enforcement of school desegregation throughout the South.

New Entitlements

One highlight of Mr. Bell's remarks: his comment on the debate raging in the North over whether to concentrate on integrated schools or on quality education in ghetto schools. This is not, he remarked, a very meaningful debate for school board people concerned about the education of Negro children in most areas of the South. Reports indicate uniformly the inferior quality of education in predominantly Negro schools, he stressed. The Constitution and new laws all point clearly toward integration: to talk about quality education, at least in the South, is to "blunt the point and further retard an already greatly delayed process."

During the first question period, this view was sharply challenged by a speaker who gave reasons for believing that Southern Negroes too are deeply concerned about the continuing validity of integration as a goal:

> I know some Negroes who do not want integration at all, but they do want their children to have a better education than is afforded in the present Negro system. I disagree with you that this isn't a vital issue here, and that it is a moot point. It's a very live question, of real concern to a person who has a political constituency to look out for.

A number of specific questions were raised and answered on: transfers under freedom-of-choice court orders; the effectiveness of enforcement through cutting off federal assistance funds; how to get equal pay for Negro teachers integrated into desegrated school systems.

Increasing Black Leadership Skills

The second speaker was Wesley S. Williams, a former Washington school board chairman. He first tackled the question of how to get more black school board members than the 200 Negroes currently thought to be serving on school boards throughout the nation. What method of selection is most advantageous: election or appointment? Philadelphia has two Negro school board members, appointed by the mayor on the recommendation of the city council. In Pittsburgh, they are are appointed by a judge. In Washington, after years of work, the election method was adopted. New York, on the other hand, does not have an elected school board: "I'm happy they don't: if they did, we wouldn't have any member on that board." Boston has an elected board, called the school committee, and there has been no Negro member. Los Angeles' elected board has two Negro school board members. Similar questions can be raised about the most efficacious ways of insuring the placement of Negro principals or other education officials in the schools: merit, examination, lists, vs. open competition for each opening that arises.

We should learn whether this is most advantageous for Houston or most advantageous for this poor place down in Judson County, Florida. Which works best? To have school officials selected by examination or on some other basis whereby we can gain? . . . I've never yet known anyone that had his car lubricated unless it squeaked.

Mr. Williams went on to discuss the responsibilities of local school boards as centers of development for all children, youth and adults in the community. Boards have an ethical imperative to function courageously and impartially in order to insure the greatest good to the greatest number. He listed some fundamental rules for effective individual board membership:

Wesley S. Williams, a former chairman of the Washington, D. C. school board, has no trouble holding his audience of school-board officials and candidates.

--You have to accept the principle of board unity and subordinate your self-interest to the board as a whole.

--You should display a show of leadership in board meetings: be doubly careful in your preparation for the business of the meeting.

--Respect the executive function of the professional administrator, drawing upon your own executive skills.

--You must have courage: the courage to take action for the good of the schools, in spite of certain outside pressures and influences. You can't be meek as a board member; you've got to be brave.

Among the many specific school-board functions discussed by Mr. Williams were: site selection; raising money by convincing the people why a particular bond issue is to their advantage; determining length of school year; salaries to

be paid; laws on compulsory education; individual counseling; revised curriculum to introduce Negro history; smaller classes; improved library facilities and teacher education; specialized help for special needs, like remedial reading; more research on how children grow; more parent education and involvement; community use of school facilities.

A newly elected Southern board member – the first Negro in his area on a school board – asked for help in deciding just where his allegiance lay: to the general school population or the Negro youngsters?

> The first reply: You go in there and act as a man, as an American. You don't have to tell this other man that you're acting to see that the colored children get what's coming to them. He knows that you haven't been getting what's coming to you.
>
> The second reply: I don't see why anyone assumes that protecting the interest of Negro children unprotected in the past is in any way acting out of character with the human being. Presumably those white school-board members there before were acting as human beings – and they should have been protecting those kids. They should have been protecting all the kids. You are there to protect all the kids, and among them are the Negro kids, their parents and their teachers. That's not being a special pleader. That's your job. It should have been the job of the other people there as well. No one need be defensive about taking on the responsibility he should: he ought to be proud of doing so.

A question was raised about Newark, where the community needs help in deciding whether to have an elected or appointed school board. Another major discussion rose on the question of how to exert power: through a board operating as a committee of the whole; through participation in board business; through exerting the balance of power in board votes, etc.

FRIDAY MORNING
August 18

This morning session–"Human Resources Development I"–was devoted to dispensing to school board members vital information and explanation of the various Federal educational resources available to them. Two top administrators of Federal programs of assistance to local school districts reviewed programs, emphasizing those which offer remedial education for adults, job training and opportunities, and special programs for underprivileged children. An expert in school-community cooperation described how school members could forge more useful links between the black community and the public-school system. Participants were given printed materials on Federal assistance programs, and urged to send for pertinent materials, apply for programs for which their districts qualified.

80 Programs to Choose From!

Assistant Commissioner of Education Regina Goff urged Board members to take full advantage of the Elementary-Secondary Education Act, and described in full detail the great variety of programs for which district children, particularly in underprivileged areas, may qualify. This may include programs employing teacher aides.

Title I is for upgrading the classroom. Title II is specific to upgrading libraries or getting new libraries for any schools, rich or poor. Title III is money used for innovative purposes: new approaches, new ideas to make schools

work better. Title IV is research. Title V, strengthening state departments of education. Title VI, specifically for handicapped children, can and should be used for programs answering the special needs of children who are disadvantaged.

Improving School Personnel

Dr. William Cash, chief of the Counseling and Guidance Section of the Office of Education, described in detail the great variety of programs available for training professional teachers and other public-school personnel. He explained with care the most pertinent aspects of the National Defense Education Act, the Higher Education Act, and the Teachers Corps. His rundown of teacher-training opportunities offered a wide range of suggestions to board members concerned with improving the quality and performance of school personnel dealing with children. Programs were not restricted to work with professional classroom teachers; many others were included, for instance: non-professional aides, school administrators, counseling and guidance people, school psychologists, social workers, remedial speech and reading teachers, child development specialists, people who work with the handicapped.

General discussion and questions touched on other Federal assistance programs (under the Department of Agriculture or the Office of Economic Opportunity, for example) and delved into the difficulties of program evaluation and selection.

Coordinating Community Needs and School Resources

Mrs. Jane Tresville described the Division of School-Community Agencies in Pittsburgh – a special program funded by both the OEO and the Ford Foundation. In her city, eight areas have been defined by the Federal Government as poverty neighborhoods. Her office has three coordinators and 23 agents whose job it is to get both the people and the school officials more involved in improving the schools within the target areas. Division workers speak to principals, classroom teachers and parents, attend community meetings, set up parent meetings, visit children and parents at home. Coordinators and agents refer children and parents to other community resources for special needs, like health problems, legal problems, community-action programs. The Division also helps enrich the schools' curricula, securing foreign teachers from local universities, inviting local citizens and prominent Negroes from outside the city to speak to children and parents, setting up occupational conferences, field trips, tutoring services. Classroom teachers are stimulated to seek community resources like this on their own. Active teacher groups and parent groups participate. The evaluation of this program was good in regard to teachers and children; a problem in regard to principals, the one group which remains defensive. One deliberate aim of this program, Mrs. Tresville pointed out, is to help Negro children form better images of themselves. The program serves both Negro and white children.

During the question period, discussion turned to problems existing around Head Start and similar programs, where funding is often blocked because of the threat of integrated schooling. One man from Alabama told how his community tried to get a Head Start program last year, and the school board fought it down. They learned they could have gotten it without funding through the board –and plan to approach it that way this coming year.

A Mississippi participant described a pre-school program (CDGM) that has virtually all Negro boys and girls and an integrated staff. "As one of my constituents has said, 'It is one of the best programs to hit Mississippi since the coming of Christ,'" the trainee stated. Another participant broke in at this point with a correction: "I'm sorry, He didn't go to Mississippi."

FRIDAY
AFTERNOON
Aug. 18

Two and a half hours were devoted to a General Problem Session on "Program Planning and Budgeting Systems for School Districts." Moderator for this informational and skill-development session was the Houston school board representative, Mrs. Charles E. White. John M. Brewer, a top school official from Pittsburgh, and Gerald Elbers of the Office of Education served as resource persons for this work-session. Topics covered included: financial management of local school boards; educational facilities planning; costs of qualified professional personnel and primary needs of a well-functioning school system; sources of income for financing schools: local, state and federal. Some training exercises were used to help participants better understand and analyze formal school budgets. Discussion centered around methods of securing financial resources for school systems, and analysis of school budgets in terms of needs versus resources.

Left to right: Robert Ingram, William H. Taft, Mrs. Charles E. White, Wesley S. Williams, Marvin Rich. A Houston board member of more than eight years experience, Mrs. White moderated down-to-earth session on program planning and budgeting for school districts.

Community Involvement

Attention shifted from business to human problems in the late-afternoon General Problem Session on "The School Board and the Community." The issues were introduced through a documentary film, The School Board in Action. The film showed the variety of problems confronted by school board members interested in quality education, with a strongly involved parent and community group pressing for improved schooling. The film raised difficult questions on how to get improved teaching materials, teachers' salaries, etc. in a community where opinions are diversified. The group discussion following this film was led by Mrs. Shirley Lacy of SEDFRE's staff, with Dr. Preston Wilcox serving as resource on community involvement.

FRIDAY EVENING Aug. 18

"Current Issues in Public Education" was the topic of this General Problem Session, moderated by John M. Brewer, assistant director of compensatory education for the Pittsburgh public schools. Resource persons were T. E. Patterson, executive secretary of the Arkansas Teachers Association, and Gerald Elbers, program officer of the Bureau of Elementary and Secondary Education. Discussion ranged around the many frustrations participants experience as minority members of their school boards. Trainees expressed disillusion about the chances of bringing about quick changes in their school districts. Many were of the opinion that integration is still the key to better education for Negro pupils; many others, however, were turning to the goal of quality education in primarily-Negro or all-black schools. Discussion continued the following morning.

SATURDAY MORNING Aug. 19

Included in this morning's General Problem Session was a film, Portrait of a Dropout, enabling participants to examine the second major aspect of "Human Resources Development." The first session on this topic had concentrated on governmental and school resources: this film focused on the flesh-and-blood target of attention. It portrayed the dropout as the starting-point for the nation's struggle against unemployment, juvenile delinquency, and crime. Discussion picked up the film's challenge to develop our country's human resources, a challenge to be met primarily through our ability to keep our youngsters in school and to educate our adult citizens.

SATURDAY AFTERNOON Aug. 19

Following are some highlights from the General Problem Session on "Implications of the Coleman and Racial Isolation Reports." Moderator was SEDFRE Executive Director Marvin Rich; speakers were Mrs. Carol Hobson and Dr. William Cash from the Office of Education, and Miss Harriet Ziskin of the U. S. Commission on Civil Rights.

Problems and Potentialities

The evils of segregation perpetuate themselves, Mrs. Carol Hobson declared. Negro children are taught by teachers themselves taught in Southern, segregated institutions. To break the cycle through integration, she implied, is not simple: other problems emerge which must be confronted.

The first problem Mrs. Hobson touched on was the future of the Negro teacher. She reported hearing one representative at an educational conference say: "Look, you've had these teachers crippling our Negro children all the time. Now let them cripple the white children. But don't fire them. You can have in-service training for them, or find something else for them to do. But regardless, don't fire them."

Mrs. Hobson next disputed the assumption that Negro parents are not interested in the education their children get. She cited an authoritative questionnaire survey which proved just the opposite: that Negro parents ask their children how they did in school nearly every day, read to them at night, want them to go further in school than they often do, and do try to attend meetings in the community on school affairs:

> Just because that mother doesn't come to school doesn't mean that she isn't saying at home in the evening: "How did you do? I didn't go all the way, but you'd better." Poor people are no less inter-

ested in their children than rich people, but if you work the long hours some of those people work, maybe you wouldn't feel like going to PTA meetings either.

After some discussion of the need for compensatory facilities, teachers and materials for schools which are predominantly Negro and poor, Mrs. Hobson analyzed some of the factors that have the most important effect on achievement by the Negro pupil. The number one influence is his classmates. Poor children profit from being in class with more affluent children – and the achievement level for the higher-income children does not drop when they are placed in school with lower-income youngsters. Another important influence is the child's self-image and expectations.

Segregation Hurts All

Miss Ziskin, a research expert for the U.S. Commission on Civil Rights, continued to analyze the many things affecting how a child learns. She stressed the importance of the child's family background, his teachers, and his classmates. Race as such can enter into the picture too, she declared, citing the fact that a Negro child from an underprivileged home who goes to school where most of his classmates are poor whites will do a little bit better there than in a school where all his classmates are poor Negroes like himself. In some instances, the prevailing attitude among the children themselves may keep a bright youngster from trying to achieve and from cooperating with teachers. Just putting Negro and white children together is not the whole answer. Much has to be done within the school – teachers prepared to teach in bi-racial classrooms, curricula geared to interracial student bodies, homogeneous classes which guard against racial isolation within the integrated school.

Miss Ziskin next discussed the positive effect of desegration on the white child. The majority of white children, she noted, go to school with children of similar background and are as a result seriously disadvantaged: ignorant of "others," overly fearful and hostile toward people from different backgrounds. Children must begin going to school in a population representative of the community as a whole so they can learn to live and work with all kinds of people. She cited some cases (Berkeley, California; Syracuse, New York; and Hopkinsville, Kentucky) where a good start has been made. It takes leadership, planning and money, but is terribly important, since segregation is so harmful to both Negro and white children, and since desegration is not only possible but of positive benefit to children of both races.

School boards particularly are guilty of perpetuating segregation through site selection, Miss Ziskin concluded.

Dr. Cash reviewed portions of the reports which bear on the training of guidance counsellors.

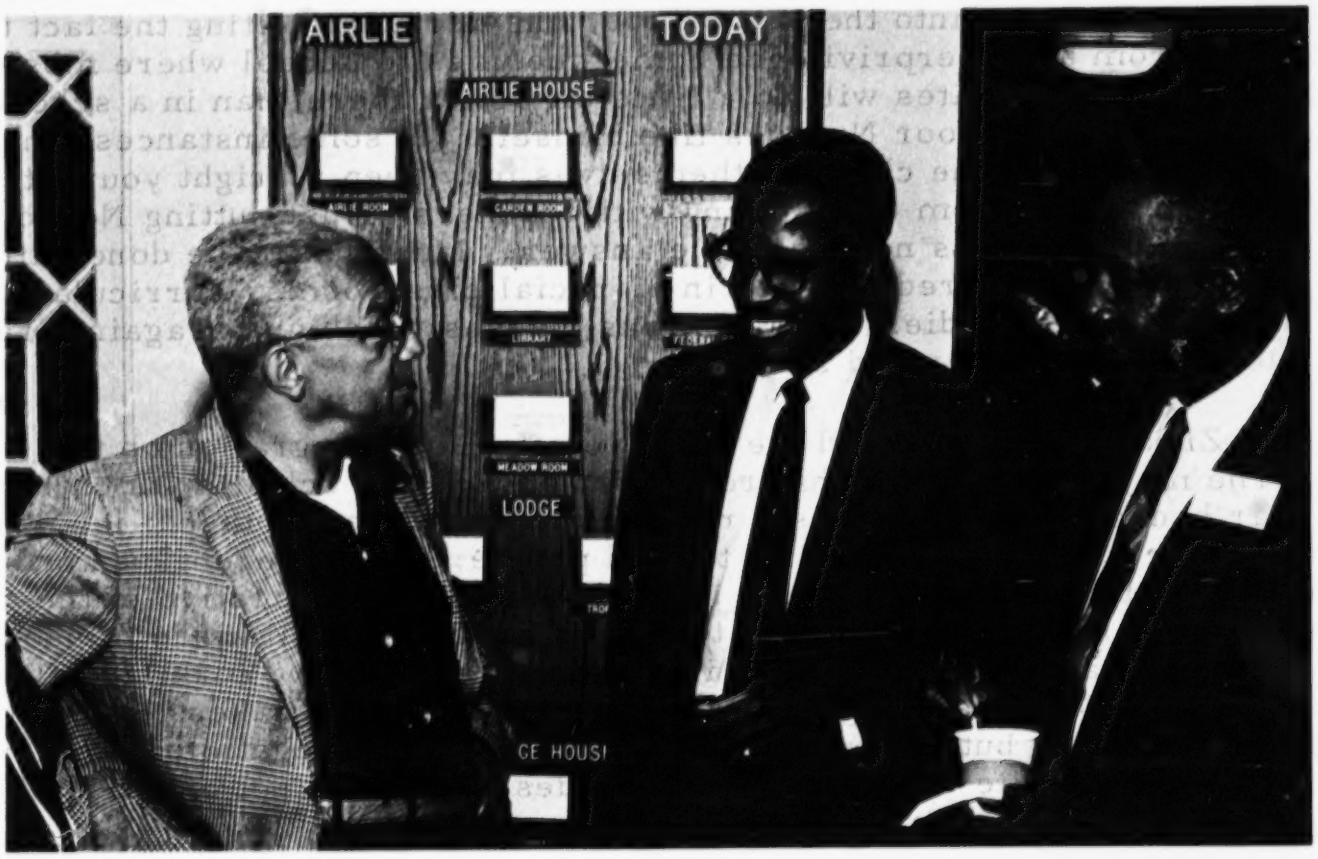
Problems of Desegregation

The first question fired at the panel came from a trainee from a school board on the verge of spending three or four million dollars on either a comprehensive high school or two separate high schools, one for Negro students, one for white students. How can the second alternative be stopped? The answer, from a Federal enforcement official, was to organize the citizens in the area to press for the proper alternative. We have enough to do in the Federal government with a small staff... cannot go out and police every action or tell every community to be brave, stand up and be counted, get together on this. This is

something on which you have recourse to your own local machinery for community action.

A second questioner asked an education official about the background of the good examples of school desegregation cited in the reports. Which of these came about because of school-board leadership, and which because of community action and pressure? The response: "In almost every instance in the North when school desegregation takes place, it has been after a generally all-white school board has been made aware by civil-rights groups that they have a problem."

After a detailed discussion of the ineffectiveness of HEW in the face of local political realities, one of the more experienced trainees commented with quiet desperation: "After listening to answers like that, it has me believing very strongly there is but one alternative left for us, and that is Burn, Baby, Burn."



In a between-sessions chat with SEDFRE's Leadership Development Director Ronnie M. Moore (center) are Wesley S. Williams (left) of Washington, D. C. and the Rev. F. J. Atlas, Sr., school-board official from Lake Providence, La.

Detailed discussion followed on different types of desegregation plans. Then a question arose on what to do about Negro school principals who deny that their schools are getting inadequate equipment, supplies, etc. The answer: Try to educate our school principals not to defend the inadequacies of the system they work in. Discussion then turned to relationships between school principals and board members, superintendent-board relationships, the role of the community, with participants making their points largely out of personal experiences. One speaker made the point that being the slave of a black power structure is no different from being the slave of a white power structure; what we want to do, in any event, is to stir the system up.

One specific question of considerable interest concerned a Florida superintendent who tried to "brainwash" school board members – showing one set of budget books to local white people, a different set of budget books to liberal and Negro board members and Federal education officials. In response to a complaint on 15 different items, HEW sent a representative down to talk with citizens and the school superintendent. The representative – a Negro – contacted no one; it was learned later that he had done the same thing in several other counties. When the truth came out, he was fired. His recommendation had been to get rid of the superintendent. This elicited a piece of general advice on superintendents, personnel and board members:

> Everything stems directly from the electorate or the board members who were put there by the electorate. If they're not elected, they're appointed by people who are elected. <u>It all stems back to the voters</u>. Somehow, when you enter these stacked situations like the one we just heard about, you have to arouse the citizenry. And they have to get together and vote these people out of office. There will be no reform as the thing stands unless you're strong enough to get evidence to put them in jail for mismanagement and misuse of funds. Your only other recourse is to organize your people and remove them from office. That's the long-range solution to most of your problems, by the way.

Discussion turned to a short-term solution – a request for a recall vote – since the superintendent under complaint will be running in April and such a challenge to his performance in office might exert useful pressure.

SATURDAY AFTERNOON Aug. 19 / SUNDAY MORNING Aug. 20 — Two important sessions – "Human Relations" on Saturday and "The Board Member and School Business" on Sunday – unfortunately cannot be excerpted in this report. Trainees' evaluations made particular mention of the value of the school business session on Sunday in informing them of the powers granted to school boards under various state statutes. A comprehensive paper compiling all relevant legislation, state by state, was distributed to each participant.

SUNDAY MORNING Aug. 20 — During the course of the final, evaluative session, one additional problem was raised by a trainee who had spoken little during the course of the seminar:

> One subject about which I wanted to talk. . I find I get less comments and less notice from our Negro teachers than from anyone as I visit various white schools in my area – where the faculties in all schools are integrated. I visit the schools quite often. I went to one school and there was a very beautiful young Negro woman who was teaching in that school, a very large elementary school. All the white teachers extended every courtesy. When I went to this teacher's room with the principal, she was diddling on some paper on her desk: just raised her head, that's all. So the principal said: This is one of your school board members. Yes, I know, she said. She never raised her head, but every white teacher stood and tried to give me some explanation of what was happening in her particular room.
>
> White principals call me and say, Come out and have a look here. I have yet to have a Negro principal call up and ask me to come out.

The following comments of one participant in the concluding session end this review of Seminar highlights:

> I hope you will get other folks and other Negroes to join you on these (workshops)... When you have these experiences, you feel you are the only black face on the board. You feel awfully lonesome, even when you are invisible like I am. So get some company on the board with you, and tell your community, your constituents and others in the community that you want company. You're lonely. Maybe that will be one technique of getting more on the board.
>
> And then I suggest in these communities where you can – in those school districts where you can take over, take over lock, stock and barrel. Don't miss a position. Show the world that we can have good government coming from black people and that a black government or a white government, governing body, hasn't got to discriminate.
>
> You know, for us Negroes holding public office and those who are ministers here, I am not being sacrilegious – but holding public office is a kind of new religion to us, and actually what you have to do is to go out there and convert them to get some candidates to run for public office. That is one of our major problems: to get people to run. Get them to run, get them elected, and then tell them what we were told here this morning.

IV. MATERIALS

A variety of printed materials was selected carefully for distribution to participants throughout the four-day seminar. Following is a listing of materials given to participants to use and take home:

Books

School Board Leadership in America: Policy Making in Public Education. By Edward Mowbray Tuttle, first Executive Secretary of the National School Boards Association. Revised edition (1965 printing). Chicago and Danville, Illinois. 320 pages. $5.

Articles, Papers and Bibliographies

"Bibliography for New School Board Members." Prepared by the Western New York School Study Council. Reproduced by SEDFRE. 3 pages.

"The History and Development of School Boards." Seminar address by Dr. Aaron Brown. Reproduced by SEDFRE. 40 pages, including bibliography prepared by Dr. Brown with the assistance of the National Education Association Research Division. August 1967.

"It's Time for a Moonshot in Education." A proposal for a revolution in the education of the disadvantaged child... and all children." By Frank Riessman, Ph. D., Associate Professor of Psychiatry, Albert Einstein College of Medicine, October 1965. 14 pages.

"New Careers in Education." A proposal prepared by Frank Riessman for Scientific Resources, Inc., Union, N.J. 12 pages.

"Powers of School Boards under State Statutes." Memorandum compiling legislation of Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Texas, Virginia. 47 pages. Prepared by Legal Division, SEDFRE. August 1967.

"The Testing Hoax," by K. U. Smith. Article by Director of the Behavioral Cybernetic Laboratory of the University of Wisconsin; Dr. Smith has been involved in the field of psychological testing for more than 20 years. Reprinted from New South, Summer 1966. 9 pages.

Federal Government Reports, Books, Pamphlets

With the execption of starred items, each of the following items is a publication of the Office of Education, U.S. Department of Health, Education and Welfare, and may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Educating Disadvantaged Children in the Primary Years (Kindergarten through Grade 3). Disadvantaged Children Series, No. 2. 1955. 52 pages. 25 cents.

Elementary School Administration and Organization: A National Survey of Practices and Policies. 1963. 126 pages. 55 cents.

* Federal Rights under School Desegregation Law. The U.S. Commission on Civil Rights. CCR Clearinghouse Publication No. 6. June 1966. 21 pages. Available free from U.S. Commission on Civil Rights, Washington, D.C. 20425.

Financial Accounting for School Activities. 1959. 109 pages. 50 cents.

Guidance for Children in Elementary Schools. 1963. 22 pages. 15 cents.

Guidelines: Special Programs for Educationally Deprived Children: Elementary and Secondary Education Act of 1965 - Title I. 1965. 40 pages. 30 cents.

PACE: Projects to Advance Creativity in Education. Supplementary Centers and Services, Title III of the Elementary and Secondary Education Act of 1965. Text and photos. 24 pages. 1966. 20 cents.

* Racial Isolation in the Public Schools. Summary of a Report by the U.S. Commission on Civil Rights. CCR Clearinghouse Publication No. 7. March 1967. Available free from U.S. Commission on Civil Rights, Washington, D.C. 20435.

State Education: Structure and Organization. With particular em-

phasis upon public education at the elementary and secondary levels. 1964. 156 pages. $1.25.

In addition, the following three films were shown and used to stimulate discussion:

School Board in Action
Portrait of a Dropout
Nothing But a Man

V. EVALUATION

The best evaluators of this Seminar are the participants: trainees, consultants and staff. There follows a sampling of some of the most relevant comments culled from remarks made during sessions, notes entered on evaluation forms, and correspondence. (For the overall, objective view of an outside observer, see the reprint of two articles which appeared in The New York Times, included in this section of the report.)

Comments from Trainee Evaluation Forms:

"I learn a lot and hope to carry all I can back home to help improve our schools in every respect."

"The workshop was very, very good. It helped me to be a better leader in my county. I now know just how much local citizens can expect from H. E. W. and other ranks of the government."

"I am going to hold a workshop in Jefferson County and invite the adjoining counties to share what I've learned here. I know now that other leaders should have come too."

"This is the best thing that could happen to a school board member or candidate."

(Comment on why it was most worthwhile): "...to meet other Negro leaders. I obtained a broader concept of Negroes' problems, and ideals to help me solve some of my own. You did a super job just being able to get the group together. One of the best workshops I have attended."

(Comment on composition of group): "Anxious to learn...and willing to share ideas and experience."

Trainee Comments from the Floor:

"I have secured a lot of things I can take back to my school that will be of service to the people...and other things that will enable me to start a fire around the principal and superintendent and the white voters.

"I see a lot of things that our white folks did wrong. And I'm very thankful to know of places I can go to get help."

"This has been a rewarding experience for me. Maybe I haven't been as vocal as some others have, but that didn't mean I wasn't learning very much.

"This is my first election to public office...this type of meeting helps give us some idea of how we can take hold of these problems which exist with our people."

Comments from Consultant-Participants:

"I planned to leave after the first day or so, but after having met these gentlemen here, I really had some feeling that I could gain from this too, which I did. And I felt obliged to stick with them to encourage them, and relate anything out of my experience that they could profit by."

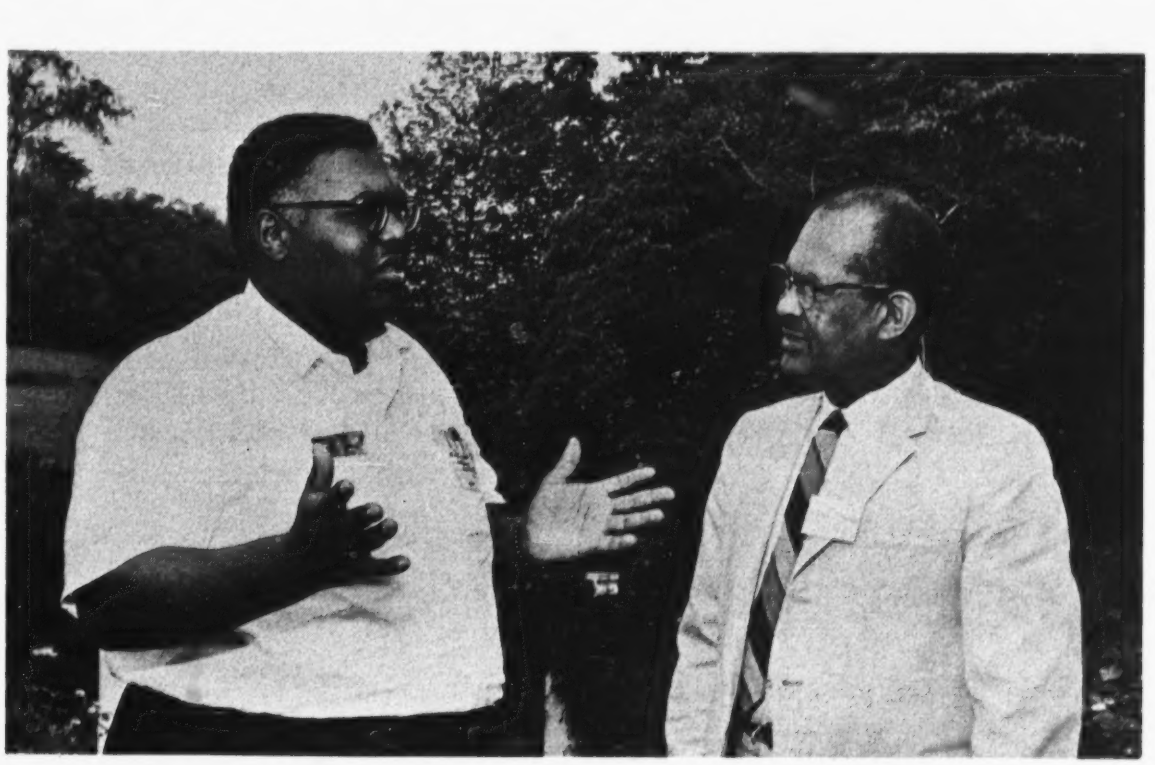
-Wesley S. Williams (from transcript)

"I accepted with the understanding that I would be there only two days, but the interest, the staff arrangements, good food changed my mind. Above all, I remained the four days because the new board members asked me.

"I had more than 20 individual conferences on the grounds and in my room. Here I answered individual questions and advised others where they can secure assistance.

"Congratulations for doing a needed job. New York State has a workshop for new Board members, but the Seminar was able to reach the core of the problems, responsibilities and challenges."

-Dr. Aaron Brown (from evaluation sheet)



Dr. Aaron Brown (right), a member of the New York City Board of Education, lends an ear to William H. Samuel, Jr., a candidate for school board membership in Plaquemine, Louisiana. Informal conversations between trainees, consultants and staff took place virtually round the clock during the four-day training seminar.

"SEDFRE is a very exciting organization. Gathering citizens (Negro) to express and share experience is unique to me and certainly necessary if you are to gain national respect and dignity as a minority group in this country. Too often we are caught up in trying to escape the inescapable. The experience has been highly beneficial to me as an individual, by allowing time for reflection on these games we play to delude ourselves from the obvious truths for the sake of conformity and the promise of rewards."

–Mrs. Jane Tresville (letter to Ronnie M. Moore)

Favored Activities

Evaluation forms included a checklist of activities, on which participants rated some 13 Seminar topics as excellent, good or poor. The following chart shows which activities were in the more favored half (based on count of combine "excellent" and "good" ratings each activity drew).

Percentage of Respondents Who Rated This Either "Excellent" or "Good"	Topic
90%	Responsibilities, duties and functions of Negro School board officials today
84%	Human resources development
76%	Problems facing Southern school boards Human relations
71%	History and development of school boards Implications of the Coleman and racial isolation reports Powers granted to school boards under state statutes

(See New York Times reprint on following page)

SEMINAR GUIDES NEGRO OFFICIALS

School Board Aides in South Beset by Inexperience

By M. S. HANDLER
Special to The New York Times

WARRENTON, Va., Aug. 19 —"I am elected. What do I do now?"

In response to this plea, which characterizes the attitude of many newly elected Negro members of Southern school boards, the Scholarship, Education and Defense Fund for Racial Equality is conducting a four-day seminar at Airlie House, near Warrenton, to instruct about 35 new school board members in planning school policies, in preparing school budgets and in public administration.

The Negro school board members come from Arkansas, Louisiana, Mississippi, Texas, Georgia, Alabama, Virginia, Florida, and Washington, D. C. Their educational qualifications range from grammar school to college graduates. None of them has had any experience in public office.

The group is part of the first wave of Negroes elected to local offices in the South this year. They now are finding that they are facing their new responsibilities without sufficient experience and knowledge.

Officials of the United States Office of Education and from school systems in New York, Pittsburgh, Washington and New Jersey have been giving the participants intensive survey courses.

Organized 5 Years Ago

Dr. Aaron Brown, professor of Education at Long Island University and a member of the New York City Board of Education, is one of the instructors at the seminar. Dr. Brown has provided the school board members with a background paper explaining to them the history and development of school boards in the United States.

The Scholarship, Education and Defense Fund for Racial Equality was founded in September, 1962, by former members of the Congress of Racial Equality and their supporters, who felt that the time had come to shift from slogans and speechmaking to preparing Negroes to assume responsible roles in their communities.

Disheartened by a lack of concrete programs to train Negroes to participate in American society, the founders of the fund began to move out of CORE shortly before James Farmer was replaced by Floyd McKissick as executive director.

Marvin Rich, the 37-year-old white former fundraiser and director of public relations under Mr. Farmer, helped organize the fund and is presently its executive director. Ronnie Moore, 26, who led CORE programs in Louisiana, is the fund's program and training director. Mr. Moore left CORE when Mr. McKissick took over.

Mr. Moore is regarded as a brilliant young Negro analyst of social and political movements in Negro communities. He travels extensively throughout the South and Southwest contacting local community leaders and organizing seminars to train for leadership.

At the request of local community leaders, the fund has organized seminars on voter registration, the techniques of organizing Negro communities to win local elections, how to deal with white officials on the basis of equality, and how to organize trade unions.

Mr. Rich and Mr. Moore said that the current seminar at Airlie House was in recognition of the fact that the problems facing Negroes become more acute after they have won election to public office for which they have had no experience.

The fund has sponsored between 50 and 60 seminars on various aspects of these problems in the past 18 months. The site of the present seminar, Airlie House, is a conference center on a 1,200-acre estate 45 miles from Washington.

Function of Fund

Mr. Rich and Mr. Moore said that the function of the fund is to spread political education among local Negro community leaders, guide them on the complexities of public administration, and provide techniques for dealing with any obstructionist tactics by white officials.

The two men said that the fund has no affiliation with any civil rights or action group.

The foundations contributing to the fund's budget include the Samuel Rubin Foundation, the Shanti Foundation, the Stern Family Fund, the Aaron E. Norman Fund, the Field Foundation, the New Hope Foundation, the Wechsler-Forrest Slater Foundation, the Albert List Foundation, the Robert Marshall Civil Liberties Trust, and the William C. Whitney Foundation.

Negroes, at Seminar, Discover Obstacles to School Changes

By M. S. HANDLER
Special to The New York Times

WARRENTON, Va., Aug. 20 —Thirty-five Negroes, members of Southern school boards and candidates for election to other school boards, listened intently as a high official of the Department of Health, Education and Welfare explained why it is so difficult for the Federal Government to prevent the construction of new schools in Negro slums that help perpetuate segregation of the races.

The Federal official, a Negro, was addressing participants at a seminar sponsored by the Scholarship, Education and Defense Fund for Racial Equality. He conceded, under persistent but courteous questioning, that there was little that the Government could do under existing legislation.

It was then that a tall, gray-haired, distinguished looking Negro school principal from the South, who is also a candidate for his local school board, said with quiet desperation:

"I now understand for the first time the meaning of 'burn, baby, burn'."

A Disheartened Feeling

The school board members and candidate members returned today to their homes in Arkansas, Louisiana, Mississippi, Texas, Georgia, Alabama, Virginia, Florida, and Washington, D.C., better informed about educational policy planning and public administration. However, they admitted that they were disillusioned about the possibilities of bringing about quick changes in their communities.

The participants attended the seminar at the Airlie House conference center in the lush hunting country of Warrenton to learn ways to become effective on their jobs.

The agenda at the seminar included such complicated subjects as the history and development of school boards in the United States; problems facing Southern school boards; responsibilities of Negro school boards; Federal programs of assistance and program planning and budgeting systems for local school districts; financial management; teaching programs and teacher evaluation.

Tell of Frustrations

As minority members of their school boards, the participants recounted their frustrations in dealing with growing de facto school segregation, the lack of adequate textbooks and other supplies for Negro schools, the equalization of salaries for Negro and white teachers, an improvement in teaching and in curriculums, better teaching training, and opposition of school officials working in cooperation with the white school-board majorities.

Many of the participants appeared to share the view that integration is still the key to better education for Negro pupils, although privately some thought that quality education in Negro schools rather than the establishment of integrated schools might provide a better solution.

The fund was founded by members of the Congress on Racial Equality who left the organization as the regime of James Farmer came to an end and Floyd McKissick became executive director. Its aim, according to Marvin Rich, the executive director, is to train Negroes for leadership in their communities.

Distributed by:
SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.
150 Nassau Street - Room 1030
New York, N.Y. 10038
(212) 964-8210

V. RECOMMENDATIONS

1. Participants were unanimous in recommending more seminars for new school board members. Many suggested the importance of reaching more people, specifying that a similar program should be repeated for:

"...minority school board members from North and South"
"Negro school board members, educators and PTA leaders."
"...all people that are weighted down in school problems like me."
"...elected officials and heads of PTAs, Voters League officials, and perhaps all desirable leaders."

One participant suggested that future seminars include representatives from all-Negro school boards, and from Negro boards appointed by white boards for Negro schools.

2. Another set of trainee suggestions focused on one specific improvement for skill-training: have a set of sample budgets prepared for trainees, or have each participant bring his own school budget if possible.

Staff and consultants recommended that the next school-board training workshop include, if at all possible, take-home materials designed specifically for participants; case-study materials and exercises; built-in evaluation and follow-up machinery.

3. Mostly conventional training methods were used at the seminar. The techniques used included: group discussions (mostly small groups), plenary sessions, panel discussions, film and speech presentations followed by question-and-answer periods.

T. E. Patterson (right), a Little Rock school official and executive secretary of the Arkansas Teachers Association, thought so highly of the Seminar he sparked a statewide seminar for Negro board members in Arkansas a few months later. Here, Mr. Patterson chats with Robert Ingram and William H. Taft.

It was suggested that at future conferences more laboratory training techniques be utilized in order to insure maximum participation among trainees, and that dialogue be centered around "here and now" problem-analysis sessions. It was generally felt that conventional training methods are usually focused on the "there and then."

VI. RESULTS

From September on, a considerable number of requests were directed to the Office of Education in Washington by school board members who had participated in the seminar.

The Arkansas Teachers Association followed through with a statewide seminar for Negro school board members.

Planning began in March 1968 for a 1968 National School Board Conference: a broader, improved effort to reach more of the 200 black school board members now serving in communities throughout the nation. A modest planning grant was awarded to SEDFRE for this purpose by the U. S. Department of Health, Education and Welfare.

VII. APPENDIX

A. Roster of Participants: Trainees, Consultants, SEDFRE Staff

B. Agenda

APPENDIX A

Roster of

Southern School Board Members or Candidates

Mrs. Mable Allen, Eudora, Arkansas
School Board Official: Elected 1966, 8 months experience

Rev. F. J. Atlas, Sr., Lake Providence, Louisiana
School Board Official: 6 months experience

Alex Brown, Sherrill, Arkansas
School Board Official: Elected 1966, 8 months experience

Harrison Brown, Jr., Tallulah, Louisiana
School Board Official: Elected 1966, "no experience"

Asberry B. Butler, Jr., Houston, Texas
School Board Official: Elected 1964, 3 years experience

Moderator, Aug. 19 afternoon General Problem session on human relations. Topics included: school board-superintendent relationships, cooperating with other school board members, ethics, collective bargaining in public education.

Mrs. Elnora Givens, St. Francisville, Louisiana
School Board Candidate: "no experience"

Mrs. Gracie Hardy, Monticello, Florida
School Board Candidate: "no experience"

Robert Ingram, Sparta, Georgia
School Board Official: "no experience"

W. W. Harleaux, Plaquemine, Louisiana
School Board Candidate: experienced as principal, Iberville Elementary School, Plaquemine

Group Discussion Leader, Aug. 17 afternoon discussion, "Problems Facing Southern School Boards."

Moderator, Aug. 18 morning general problem session on human resources development, including explanations of Federal school assistance programs.

Rev. Peter Kirksey, Boligee, Alabama
School Board Official: Elected 1966, 6 months experience

Arthur H. Miller, Pine Bluff, Arkansas
School Board Official: Elected 1963, 4 years experience

Edward Perry, Liberty, Mississippi
School Board Candidate: "no experience"

T. E. Patterson, Little Rock, Arkansas
School Board Official and Executive Secretary of the Arkansas Teachers Association

Member of resource panel, Aug. 18 evening general problem session, "Current Issues in Public Education."

William H. Samuel, Jr., Plaquemine, Louisiana
School Board Candidate: "no experience"

William H. Taft, Beaumont, Texas
School Board Official: Elected 1965, 2 years experience

Joyce M. Taylor, New Roads, Louisiana
School Board Candidate: "no experience"

Clarence R. Todd, Fredericksburg, Virginia
School Board Official: More than 4 years experience

Andrew Walker, Altheimer, Arkansas
School Board Official: Elected 1967, 1 year experience

Mrs. Charles E. White, Houston, Texas
School Board Official: Elected 1958, $8\frac{1}{2}$ years experience

Resource person, Aug. 17 small-group discussion, "Problems Facing Southern School Boards."

Moderator, Aug. 18 afternoon general problem session on "Program Planning and Budgeting Systems for School Districts."

Member of resource panel, Aug. 19 general problem session on human relations, dealing with school-board-superintendent relationships, cooperation with other school board members, ethics, collective bargaining.

Robert Williams, Lorman, Mississippi
School Board Official: Elected 1966, 8 months experience

Wesley S. Williams, Washington, D. C.
School Board Official: Former president of D. C. School Board

Speaker, August 17 evening session, "The Responsibilities, Duties and Functions of Negro School Board Officials Today."

Roster of Consultants

Derrick Bell, Deputy to the Special Assistant for Civil Rights, U. S. Department of Health, Education and Welfare

Speaker at Aug. 17 morning session, "The Responsibilities, Duties and Functions of Negro School Board Officials Today." Explanation of Titles VI and IV, Civil Rights Act of 1964, and desegregation guidelines.

John M. Brewer, Assistant Director, Compensatory Education, Pittsburgh Public Schools

Member of resource panel, Aug. 17 afternoon General Problems Session, "Program Planning and Budgeting Systems for School Districts."

Moderator, Aug. 18 evening session, "Current Issues in Public Education."

Dr. Edward W. Brice, Assistant to the Assistant Secretary for Education, U. S. Department of Health, Education and Welfare

Speaker at opening session, Aug. 17.

Discussion leader at Aug. 17 evening session on "Responsibilities, Duties and Functions of Negro School Board Officials Today."

Dr. Aaron Brown, Professor at Long Island University, Special Assistant

to Provost for Educational Opportunities; Member, New York City Board of Education.

Speaker Aug. 17 afternoon session, "The History and Development of School Boards."

Member of resource panel, Aug. 19 General Problem Session on Human Relations. Topics included: school board-superintendent relations, cooperating with other school board members, ethics, collective bargaining in public education.

Dr. William Cash, Chief, Counseling and Guidance Section, Office of Education, U.S. Department of Health, Education and Welfare

Member of resource panel, Aug. 18 morning General Problems session explaining Federal programs of assistance to local school districts; related national legislation; administration of programs. (Substituted for Dr. Brice.)

Member of resource panel, Aug. 19 General Problem Session, "Implications of the Coleman and Racial Isolation Reports."

Gerald Elbers, Program Officer, Bureau of Elementary and Secondary Education, Office of Education, U.S. Department of Health, Education and Welfare

Member of Resource Panel, Aug. 18 afternoon session, "Program Planning and Budgeting Systems for School Districts."

Member of Resource Panel, Aug. 18 evening session, "Current Issues in Public Education."

Dr. Regina Goff, Assistant Commissioner, Office of Education, U.S. Department of Health, Education and Welfare

Member of resource panel, Aug. 18 morning session explaining Federal programs of assistance to local school districts, legislation and administration.

Mrs. Carol Hobson, Educational Statistician, Office of Education, U.S. Department of Health, Education and Welfare

Member of resource panel Aug. 19 afternoon session, "Implications of the Coleman and Racial Isolation Reports."

Mrs. Jane Tresville, Coordinator of School-Community Agencies, Pittsburgh Board of Education

Member of resource panel, August 18 morning session explaining Federal programs of assistance to local school districts.

Dr. Preston R. Wilcox, former Assistant Professor of Social Work, the Columbia University School of Social Work

Resource person for General Problem Session, "The School Board and the Community."

Harriet Ziskin, Assistant Director of Research, U.S. Commission on Civil Rights

Member of resource panel, Aug. 19 afternoon session, "The Implications of the Coleman and Racial Isolation Reports."

Roster of

SEDFRE Staff Participants

Mrs. Shirley Lacy, Director, Welfare Rights Project

J. T. McCain, Staff Associate (former Dean of Men, Morris Brown College, Sumter, South Carolina)

Spiver Gordon, Staff Associate

Ronnie M. Moore, Director of Program and Leadership Development

Carl Rachlin, Legal Counsel

Marvin Rich, Executive Director

Henry G. Smith, Jr., Staff Associate

APPENDIX B

SCHOOL BOARD SEMINAR AGENDA

SPONSORED BY: Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street – Room 1030
New York, New York 10038 Tel.: (212) 964-8210

PARTICIPANTS: School Board Officials and Candidates from Nine Southern States

PLACE: The Airlie House
Warrenton, Virginia

DATE: August 17-20, 1967

School Board Seminar Agenda
August 17-20, 1967

Thursday, August 17, 1967

8 – 11 a.m.	Registration
11 – 12 noon	General Information and Introduction
	Statement of Purpose – Ronnie M. Moore, Director, Leadership Development – SEDFRE
	Program and Objectives of SEDFRE – Marvin Rich, Executive Director – SEDFRE
	Greetings – Dr. Edward W. Brice, Confidential Assistant to the Assistant Secretary for Education of the U. S. Department of Health, Education and Welfare
12 – 1:30 p.m.	Lunch
1:30 – 3 p.m.	Presentation and Questions – The History and Development of School Boards
	Discussion Leader – Mrs. Shirley Lacy, Staff Associate – SEDFRE Speaker – Dr. Aaron Brown, Professor, Long Island University and member N. Y. C. Board of Education
3 – 3:30 p.m.	Coffee Break
3:30 – 4:30 p.m.	Small Group Discussions – Problems Facing Southern School Boards

Group I

Discussion Leader	Resource Person
W. W. Harleaux, Principal, Iberville Elementary School Plaquemine, Louisiana	Mrs. Charles E. White, Member, Board of Education, Houston, Texas

Group II

J. T. McCain, formerly Dean of Men, Morris Brown College, Sumter, So. Carolina

4:30 – 5:15 p.m.	General Problem Session (each group will select someone to report highlights of its deliberations)
	Reports from Group I and Group II
5:15 – 6:30 p.m.	Free Time

6:30 – 7 p.m.	Cocktails
7 – 8:15 p.m.	Dinner
8:15 – 9:45 p.m.	Presentation and Questions – The Responsibilities, Duties and Functions of Negro School Board Officials Today Discussion Leader – Dr. Edward W. Brice Speakers – Derrick Bell. Deputy to the Special Assistant for Civil Rights, U.S. Department of Health, Education and Welfare
Friday, August 18 8 – 9 a.m.	Breakfast
9 – 12 noon (15 minute coffee break at 10:30)	General Problem Session – Human Resources Development I – An explanation of Federal programs of assistance to local school districts with emphasis on remedial education for adults, job training and opportunities and special programs for the underprivileged child. (Attempts will be made to evaluate the strengths and inadequacies of educational programs). Related national legislation will be an integral part of the deliberations. Attention will be given to the responsibilities, staff, application procedures, activities and organizational structure of the Federal and State agencies in charge of administering the program discussed. Moderator – Mr. W. W. Harleaux Resource Panel – Dr. William Cash, Chief, Counseling and Guidance Section, Office of Education Dr. Regina Goff, Assistant Commissioner, Office of Education, U.S. Department of Health, Education and Welfare Mrs. Jane Tresville, Pittsburgh Board of Education
12 – 1:30 p.m.	Lunch
1:30 – 4 p.m. (15 minute coffee break at 2:45)	General Problem Session – Program Planning and Budgeting Systems for School Districts Moderator – Mrs. Charles E. White Resource Panel – Mr. John M. Brewer, Assistant Director, Compensatory Education, Pittsburgh Public Schools Mr. Gerald Elbers, Program Officer, Bureau of Elementary and Secondary Education, Office of Education, U.S. Dept. of Health, Education and Welfare Emphasis will be placed on the financial manage-

ment of local school boards, with an attempt to develop a reasonable understanding of budgetary categories and analysis. Participants will review educational facilities planning, costs of qualified professional personnel and the primary needs of an ideal school system. It will be important to discuss local, state and federal sources of income for financing school systems. The participants will compare school budgets in terms of needs against resources.

4 – 5:30 p.m. — Free Time

5:30 – 6:45 p.m. — General Problem Session – The School Board and Community Film – School Board in Action
Documentary describing problems confronted by school board members interested in quality education and community involvement. Questions around instructional materials, teachers salaries and similar issues are not easily answered in light of diversified community opinions.

Discussion Leader – Mrs. Shirley Lacy

Resource Person – Dr. Preston Wilcox, formerly Associate Professor at Columbia University School of Social Work

6:45 – 7:15 p.m. — Cocktails available at bar

7:15 – 8:30 p.m. — Dinner

8:30 – 9:45 p.m. — General Problem Session – Current Issues in Public Education

Moderator – Mr. John M. Brewer

Resource Panel – Mr. T. E. Patterson, Executive Secretary, Arkansas Teachers Association
Mr. Gerald Elbers

Saturday, August 19
8 – 9 a.m. — Breakfast

9 – 12 noon
(15 minute coffee break at 10:45) — General Problem Session – Human Resources Development II (Discussion continued from preceding day – same moderator and resource panel)

Film – Portrait of a Dropout
The quitter represents the beginning of our nation's struggle against unemployment, poverty, juvenile delinquency and crime. The challenge of developing our country's human resources lies deeply in our ability to keep our youngsters in school and to educate our adult citizens.

12 – 1:30 p.m.	Lunch
1:30 – 3 p.m.	General Problem Session – Implications of the Coleman and Racial Isolation Reports Moderator – Marvin Rich Resource Panel – Mrs. Carol Hobson, Educational Statistician, Office of Education, U.S. Dept. of Health, Education and Welfare Dr. William Cash, Chief, Counseling and Guidance Section, Office of Education, U.S. Dept. of Health, Education and Welfare Miss Harriet Ziskin, Assistant Director of Research, U.S. Commission on Civil Rights
3 – 3:15 p.m.	Coffee Break
3:15 – 4:15 p.m.	General Problem Session – Human Relations, dealing with: School Board-Superintendent Relations Cooperating with Other School Board Members Ethics Collective Bargaining in Public Education Moderator – Asberry B. Butler, Jr., Esq. – School Board Member, Houston, Texas Resource Panel – Dr. Aaron Brown Mr. T. E. Patterson Mrs. Charles E. White
4:15 – 6:30 p.m.	Free Time
6:30 – 8 p.m.	Dinner
8 – 9:30 p.m.	Film – <u>Nothing But a Man</u> A young railway worker gives up a good job to settle down and marry the preacher's daughter, a schoolteacher. His emotional adjustment to the universal, age-old problems of earning a livelihood and supporting a family, of living in peace and dignity, becomes poignantly difficult because the place is Alabama today and the man will not play the expected Negro role.
9:30 –	Reception – Cocktail Party

Sunday, August 20 8 – 9 a.m.	Breakfast
9 – 10:30 a.m.	General Problem Session – The Board Member and School Business Participants will review skills required for effective participation at Board and committee meetings. An attempt will be made to develop a reasonable understanding of powers granted to school boards under the state statutes, legal opinions and public relations. Discussion Leader – Mr. Henry G. Smith, Jr., Staff Associate – SEDFRE Resource Person – Carl Rachlin, Esq., Legal Counsel SEDFRE
10:30 - 11 a.m.	Coffee Break
11 – 12 Noon	Evaluation Session Discussion Leader – Mr. Spiver W. Gordon, Staff Associate – SEDFRE
12 – 1:30	Lunch